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Faculty Senate Monthly Packet May 1980

Portland State University Faculty Senate

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portland state university

MEMORANDUM

TO Senators and Ex-officio Members of the Senate

DATE April 16, 1980

FROM Ulrich H. Hardt, Secretary to the Faculty

The regular meeting of the Faculty Senate will be on Monday, May 5, 1980, at 3:00 p.m., 150 Cramer Hall.

Agenda:

- A. Roll
- *B. Approval of Minutes of the April 7, 1980, meeting.
- C. Announcements and Communications from the Floor.
- D. Question Period
 - 1. Questions for Administrators
 - 2. Questions from the Floor for the Chair.
- E. Reports from the Officers of the Administration and Committees
 - *1. Budget Committee--Tracy
 - *2. University Athletics Board--Neklasen
 - *3. University Scholars Board--Deinum
 - *4. Teacher Education Committee--N. Rose
 - *5. Ad hoc Faculty Senate Committee on Advising--Diman
- F. Unfinished Business--none
- G. New Business
 - 1. Motion for the Publishing of all Course Grade Distribution--Crowley

"We move that beginning with Spring term, 1980, the Registrar of Portland State University publish to the Faculty of this University the grade distribution for each course offered during each quarterly term at this University."
- H. Adjournment

*The following documents are included in this mailing:

- B Minutes of April 7, 1980, Senate Meeting
- E1 Budget Committee Annual Report**
- E2 University Athletics Board Annual Report**
- E3 University Scholars Board Annual Report**
- E4 Teacher Education Committee Annual Report**
- E5 Ad hoc Faculty Senate Committee on Advising**

**Included for Senators and Ex-officio members only.

Senators unable to attend the meeting should pass this mailing on to their alternates.

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, April 7, 1980
Presiding Officer: Steven Brenner
Secretary: Ulrich H. Hardt

Members Present: Alberty, Alexander, Bates, Beeson, Bentley, Bingham, Brenner, Chino, Clark, Crowley, Cumpston, Daily, Dart, Dressler, Dryer, Dunbar, E. Enneking, M. Enneking, Fiasca, Fisher, Gilbert, Goekjian, Grimes, Hales, Hammond, Heyden, Howard, Johnson, Kimball, Kimbrell, LeGuin, Limbaugh, Manning, Markgraf, Midson, Millner, Newberry, L. Nussbaum, R. Nussbaum, Passell, Piper, Sugarman, Swanson, Tracy, Tuttle, Underwood, White, Wurm, Wyers, Youngelson.

Alternates Present: Walhood for Adams, Hsu for Erzurumlu, Edgington for Halley, Leonard for Hashimoto, Lindner for Kirrie, Fanger for Rad, K. Farr for Shotola, Tufts for Streeter.

Members Absent: Breedlove, Bruseau, Burden, Feldesman, Heflin, Hoogstraet, Jones, Morris, Muller, Weikel, Williams.

Ex-officio Members Present: Blumel, Corn, Dobson, Forbes, Hardt, Harris, Heath, Hoffmann, Howard, Jorgensen, Nicholas, Schendel, Todd, Toulan, Trudeau, Vant Slot.

APPROVAL OF THE MINUTES

The minutes of the March 3, 1980, Senate meeting were approved as distributed.

ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR -- none

QUESTION PERIOD

1. Questions for Administrators

Blumel responded to the question regarding the investigation of alleged wrong-doing by the former basketball coach Ken Edwards. The President has appointed Dean Hoffmann to investigate the basketball program of past years. In previous years all athletes have been investigated as well, and these two projects have now been collapsed into one. Findings of the investigation will be made known.

REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. Annual Report, Academic Requirements Committee

Referring to point 7 of the report, L. Nussbaum asked why the GPA required for admission should not be higher than it is. Midson answered that a state study had found that GPA was not a sufficiently high enough indicator of success in college; in view of PSU's urban setting it was felt that admission standards should not be raised.

R. Nussbaum inquired whether there had been any local study regarding the correlation between admission GPA and graduation success. Midson replied that no such study had been done, in part because of the high cost involved. Heath said that the state study had found that a quarter point higher GPA would not be significant; a GPA of 3.25 would be significant. He also indicated that retention of students is higher among those with lower GPA's. Blumel stated that any change in admission standards should be more than cosmetic.

Daily wanted to know why an audit is recorded on transcripts. Tufts answered that it is needed for documentation and that some employers accept audit courses, e.g., in foreign language.

The Annual Report of the ARC was unanimously accepted.

2. Annual Report, Committee on Effective Teaching

Willis presented the report without making elaborations. Kimbrell asked when and where the grant request guidelines were published to which Heath replied that they were part of the faculty packets distributed on September 15.

MSP Dunbar/Chino "that the report be accepted."

3. Annual Report, General Student Affairs Committee

Yorks, in presenting the report, emphasized that the pay scale for work study help is not competitive with pay scales in the community, hence the low number of applicants for positions. The committee is recommending that improvements be made, and its recommendation will be sent to the President.

MSP Chino/Dunbar "that the report be accepted."

NEW BUSINESS

1. Markgraf presented the proposed salary statement. Brenner pointed out that on the average salaries in Oregon have increased by 113 percent since 1970, while faculty salaries have only increased by 67 percent during that same period.

Bates asked how accurate the figures in the proposed statement were. Did they, for instance, include the retirement portion which the state took over? Brenner said that it was difficult to use figures when you use averages, but he assumed that figures were close to reality. Kimbrell observed that the statement contained enough weasel words so that absolute accuracy was not necessary, especially given the fact that we are dealing with the long time period of 1972-79.

Fiasca wondered whether it was appropriate for the Senate to move forward a resolution of this kind, given the fact that PSU has a collective bargaining unit. Brenner reminded all that AAUP and the Administration were invited to the Senate Steering Committee meeting on March 10, and they did not send representatives.

Sugarman observed that the University of Oregon had already acted on a similar proposal, that OSU will act on one, and that the Association of Oregon Faculties will appreciate PSU's support.

MSP Markgraf/Dunbar "that the proposed salary statement be adopted and sent to the appropriate state offices and agencies." The vote was unanimously in favor, with one abstention.

Brenner reported that both the governor and chancellor recognized the situation and have pledged to rectify the problem whenever possible. The State Board of Higher Education with the governor's support has made faculty salaries its number one priority, both for catch-up plus cost-of-living increases.

2. Referring back to the annual report of the General Student Affairs Committee, Bates moved "that the Senate urge President Blumel and Vice President Forbes to implement the recommendations in section 1 of the report of the General Student Affairs Committee." The motion was seconded by Chino, and it passed by voice vote even as Forbes indicated that she was hoping to implement the new student employment guidelines by July 1, 1980.

ADJOURNMENT

The meeting was adjourned at 3:55 p.m.

PORTLAND STATE UNIVERSITY

May 5, 1980

TO: Faculty Senate
FROM: University Budget Committee
SUBJECT: Annual Report

The members of last year's Budget Committee spent considerable time and energy attempting to develop a set of policy guidelines related to budgetary implications of enrollment shifts and changes in program needs. They did not complete their work and turned over to the present committee their tentative conclusions. We discussed the project at length and decided to postpone any decisions about it until the potential uses of such guidelines were given further consideration. The following other committee matters have required timely action and have since taken precedence:

I. Semester Conversion Study. In October, 1979, we agreed to participate in a university-wide study to determine the financial implications of changing our schedule to semesters. After reviewing considerable background information, we prepared a questionnaire designed to gather data from all academic and administrative units about the estimated expense of possible changes in their respective operations. This questionnaire was administered in February, 1980 and the results are presently being analyzed. We plan to present a final report to President Blumel by May 15, 1980.

II. 1981-83 Program Improvement Recommendations. In January, 1980 we began a lengthy review of program improvement funding requests from all academic and administrative units. To help us make good decisions, we first formulated the following general budget principles:

- A. Political reality, particularly the attitudes of the state legislature, should be given serious consideration in budget requests for such things as additional classified staff and/or graduate assistants, capital construction, and new degree programs.
- B. PSU should furnish financial support only to programs (academic and non-academic) that are essential to the nature of the University or that meet a continuing need of the community, and the University should provide funds to improve or create such programs for the following purposes, listed in order of priority:
 - 1. To strengthen existing programs that have unmet accreditation and/or professional standard needs.

2. To strengthen existing programs that have demonstrable inadequacies (e.g., high student/teacher ratio and over-use of non-specialists) and that need few or no additions to the curriculum.
3. To expand existing programs into another, related area (e.g., a new option or field of concentration) where there is a demonstrable need, and where substantial curricular additions would be needed.
4. To create new certificate or degree programs.

Our recommendations were communicated to President Blumel on February 1, 1980. We identified five priority 1 academic requests from Business Administration, Education, Engineering, Music and Social Work. The first three were in the president's initial priority A list, Music was in priority B, and Social Work's request for faculty increase to meet current program needs was not included. We also identified two priority 2 academic requests from Allied Health and Theater Arts. Allied Health was on the president's priority C list; Theater Arts was not included.

We plan to review the University's 1980-81 budget sometime before it is submitted to the OSBHE's office in May. And, if time permits, we will give further consideration to the uncompleted project of the 1978-79 Budget Committee.

Attached for your further information are six-year comparative budget data.

Committee members: Charles Tracy (Chairman), Steven Brenner, John Cooper, Tom Gerity, Al Levinson, John Longres, Nancy Matschek, George Timmons, John Walker.

Budget & Expenditures For Instruction & Research*

School/College	1974-75				1975-76			
	Beginning Budget	% of Total	Actual	% of Total	Beginning Budget	% of Total	Actual	% of Total
Arts and Letters	\$ 2,386	23.4	\$ 2,489	23.2	\$ 2,769	22.7	\$ 2,837	22.1
Science	2,532	24.8	2,767	25.8	3,148	25.8	3,374	26.3
Social Science	2,057	20.1	2,031	18.9	2,361	19.3	2,369	18.5
Business Admin.	1,006	9.9	1,104	10.3	1,274	10.4	1,384	10.8
Education	782	7.7	836	7.8	927	7.6	1,011	7.9
Health and P.E.	402	3.9	409	3.8	484	4.0	491	3.8
Social Work	321	3.1	317	2.9	378	3.1	414	3.2
Urban Affairs	356	3.5	376	3.5	437	3.6	453	3.6
Other Programs	368	3.6	408	3.8	432	3.5	488	3.8
TOTAL	\$10,210	100.0	\$10,737	100.0	\$12,210	100.0	\$12,821	100.0
Undistributed**	131				363			

School/College	1976-77				1977-78			
	Beginning Budget	% of Total	Actual	% of Total	Beginning Budget	% of Total	Actual	% of Total
Arts and Letters	\$ 3,083	22.6	\$ 3,150	21.7	\$ 3,302	22.7	\$ 3,424	21.8
Science	3,455	25.4	3,878	26.7	3,614	24.9	4,071	26.0
Social Science	2,638	19.4	2,674	18.4	2,737	18.8	2,821	18.0
Business Admin.	1,418	10.4	1,607	11.1	1,530	10.5	1,775	11.3
Education	1,042	7.7	1,126	7.7	1,120	7.7	1,197	7.6
Health and P.E.	536	3.9	539	3.7	593	4.1	620	4.0
Social Work	441	3.2	477	3.3	503	3.4	525	3.4
Urban Affairs	524	3.8	544	3.7	592	4.1	659	4.2
Other Programs	489	3.6	532	3.7	547	3.8	583	3.7
TOTAL	\$13,626	100.0	\$15,527	100.0	\$14,538	100.0	\$15,675	100.0
Undistributed	648				604			

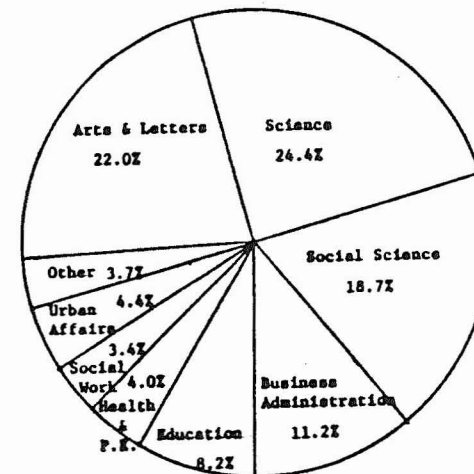
* Dollars are expressed in thousands.

** Undistributed includes funds for Academic Computing, Equipment, Undistributed Instructional Resources and in 1979-80 includes some accounts formerly designated as operating now classified as instruction.

NOTE: Accounting for all years has been adjusted to taxonomy used in 1977-78 and expenditures have been adjusted for outstanding requisitions.

SOURCE: Budget Office
1974-75 to 1976-77 compiled 9/20/77

Beginning Budget
1979-80



School/College	1978-79				1979-80	
	Beginning Budget	% of Total	Actual	% of Total	Beginning Budget	% of Total
Arts and Letters	\$ 3,447	22.1	\$ 3,606	21.4	\$ 3,778	22.0
Science	3,825	24.5	4,364	25.9	4,193	24.4
Social Science	2,872	18.4	3,087	18.3	3,208	18.7
Business Admin.	1,711	11.0	1,904	11.3	1,914	11.2
Education	1,240	8.0	1,325	7.9	1,414	8.2
Health and P.E.	624	4.0	660	3.9	680	4.0
Social Work	557	3.6	558	3.3	588	3.4
Urban Affairs	695	4.5	750	4.5	756	4.4
Other Programs	604	3.9	592	3.5	631	3.7
TOTAL	\$15,575	100.0	\$16,846	100.0	\$17,162	100.0
Undistributed**	727				856	

Source: "Planning Package #1--Historical,"
Report #OCC-9, PSU Office of Institutional
Research, March 1980, p. 36

**Budget & Expenditures
By Function***

FUNCTION	1974-75				1975-76			
	Beginning Budget	% of Total	Actual	% of Total	Beginning Budget	% of Total	Actual	% of Total
Instruc. & Research	\$10,340	57.1	\$10,737	56.7	\$12,573	57.2	\$12,821	57.2
Summer Session	1,212	6.8	1,148	6.1	1,316	6.0	1,322	5.9
Academic Support	1,621	8.8	1,557	8.2	1,926	8.8	1,932	8.6
Student Support	1,073	5.9	1,235	6.5	1,353	6.1	1,447	6.5
Institutional Support	1,901	10.5	1,864	9.9	2,195	10.0	2,189	9.8
Physical Plant	1,815	10.0	2,188	11.6	2,472	11.2	2,530	11.1
Public Services	158	0.9	192	1.0	163	0.7	194	0.9
TOTAL	\$18,120	100.0	\$18,921	100.0	\$21,998	100.0	\$22,435	100.0
Reserves	21				(23)			

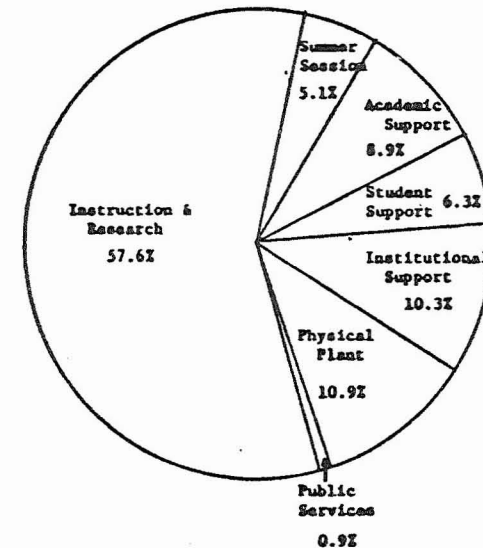
FUNCTION	1976-77				1977-78			
	Beginning Budget	% of Total	Actual	% of Total	Beginning Budget	% of Total	Actual	% of Total
Instruc. & Research	\$14,275	57.3	\$14,527	57.5	\$15,142	57.0	\$15,675	57.9
Summer Session	1,570	6.3	1,621	6.4	1,645	6.2	1,660	6.2
Academic Support	2,137	8.6	2,240	8.9	2,260	8.5	2,205	8.2
Student Support	1,576	6.3	1,523	6.0	1,658	6.2	1,606	5.9
Institutional Support	2,403	9.7	2,354	9.3	2,618	9.8	2,608	9.6
Physical Plant	2,668	10.7	2,758	10.9	2,977	11.2	3,000	11.1
Public Services	266	1.1	263	1.0	282	1.1	301	1.1
TOTAL	\$24,895	100.0	\$25,286	100.0	\$26,582	100.0	\$27,055	100.0
Reserves	45				(38)			

* Dollars are expressed in thousands.

** Includes December salary increase in addition to other reserves.

NOTE: Accounting for all years has been adjusted to taxonomy used in 1977-78 and expenditures have been adjusted for outstanding requisitions.

**Beginning Budget
1979-80**



FUNCTION	1978-79				1979-80	
	Beginning Budget	% of Total	Actual	% of Total	Beginning Budget	% of Total
Instruc. & Research	\$16,302	57.0	\$16,919	57.9	\$18,018	57.6
Summer Session	1,729	6.0	1,721	5.9	1,588	5.1
Academic Support	2,497	8.7	2,483	8.5	2,793	8.9
Student Support	1,773	6.2	1,738	5.9	1,980	6.3
Institutional Support	2,854	10.0	2,801	9.6	3,206	10.3
Physical Plant	3,142	11.0	3,266	11.1	3,394	10.9
Public Services	320	1.1	312	1.1	296	0.9
TOTAL	\$28,617	100.0	\$29,240	100.0	\$31,275	100.0
Reserves	477**				63	

UNIVERSITY ATHLETICS BOARD

ANNUAL REPORT
April 14, 1980

The University Athletics Board is the advisory body to the President and Faculty Senate in the development of and adherence to policies and budgets governing the University's programs in intercollegiate athletics, intramurals, club sports and general student recreation.

In the past nine months, the University Athletic Board has concerned itself with a number of tasks. The UAB has:

- A. Reviewed, recommended modifications, and approved the budgets for intercollegiate athletics, intramurals, club sports and general student recreation for 1980-81.
- B. Presented an appeal to the Incidental Fee Committee for the financial support of the original athletic budget request of \$519,550.00, rather than the \$357,000.00 which the IFC had approved. The budget had been examined by the UAB on a line-item basis and was found to be free of any extravagance, and the appeal was based on the realistic needs of operating the program, meeting escalating expenses, program development and meeting Title IX compliance. The IFC approved an additional \$42,000.00 for Title IX compliance, and the budget is currently pending action by the President.
- C. Examined the viability of the sports currently being offered in the men's athletic program and recommended that these be retained and that the eighth sport, by virtue of student and community interest, be Soccer, if financially feasible, and, if not, that the addition be Cross Country Track.
- D. Studied the feasibility and desirability of athletic conference affiliation and, in view of growing scheduling problems, playoff opportunities, financial support and program development, recommended that PSU seek athletic conference affiliation at its earliest convenience.
- E. Requested and received supplemental IFC funds for national travel expenses for successful PSU athletic teams and club sports.
- F. Reviewed and revised the "Intercollegiate Athletic Regulations Statement" to comply with the 1980-81 NCAA rules and regulations.

University Athletics Board Members

Linda Neklason, Chairperson
Colin Dunkeld
Robert Lockwood
John Lorentz
William Manning
Andy Berkis
John Heiser
Preston Hiefield
Daniel Ivancie

Physical Education
Education
Admin. of Justice
Foreign Language
Business Administration
Community Member
Student
Student
Student

Ex-officio Members

Charles Becker
Intramurals Director
Robert Casteel
Faculty NCAA Representative
Roy Love
Athletic Director
Sheri Morin
Student Coordinator, Club Sports
Betty Rankin
Associate Athletic Director
Jack Schendel
Dean, HPE
Jim Todd
Vice President for Finance and Admin.

Health & P.E.
Speech Communication
Athletics
Health & P.E.
Athletics
Health & P.E.
Finance and Admin.

UNIVERSITY SCHOLARS PROGRAM BOARDReport to the Faculty Senate

The major change in the University Scholars Program this past year has been a general tightening of academic standards brought about by a number of procedural changes. Much of this is owed to the initiative of Professor Michael Reardon, now the full-time director, and to the dedicated efforts of newly established subcommittees. The Board as a whole has been involved and active.

Three subcommittees were formed in order to: (1) review and approve all Independent Learning Contracts, for which a more precise application process has been developed; (2) investigate the question of a science requirement for Scholars students, which has been a long-standing issue concerning students' need for a more definite structure; and (3) contact all Department Heads and Advisors in order to evaluate the role of these Advisors in the Program and to find a way to achieve consistency in advising.

In October, as the office of the Executive Secretary of the National Honor Societies of the State of Oregon, the University Scholars Program, faculty and students, hosted a successful Extracurricular Projects Conference attended by 230 Oregon high school students (see appendix).

The interdisciplinary colloquia offered this year served their purpose well, in the form of USP seminars, and as a part of the USP Public Lecture Series. The colloquium proposals for 1980-81 were approved by the Board. The six scholars have since been contacted and made commitment for the listed dates (see appendix).

Andries Deinum, Chairman
Dawn Dressler
Chadwick Karr
Charles LeGuin
Elaine Limbaugh
Earl Molander
Cam Pierce
David Urman

April 21, 1980

National Honor Society Activities

by Lawrence Wheeler
and Michael Reardon

Students learned how to become actively involved with their communities during a statewide meeting of the National Honor Society (NHS) chapters of Oregon.

Last fall, Portland State University hosted the conference which included students and advisers from 25 schools. The conference was planned to teach NHS members how they could develop extracurricular academic projects for local chapters.

Conference leaders Lawrence Wheeler and Michael Reardon found that most NHS members are interested in activities that give them an opportunity to serve their community and sharpen such academic skills as research, analysis, and logical thinking processes.

History Fair

With the conference objectives in mind, a session on Chicago's "Metro History Fair" was presented to the delegates as a possible NHS activity.

A history fair gives students an opportunity to explore the background of their families, ethnic groups, neighborhoods, or community. It is a year-long program that concludes with a project competition. Over the course of that year, students are involved in planning, researching, and presenting projects that illustrate a significant point about the history of their area.

Land Use Game

Land use planning has become an important part of the governmental process during the last decade and, because of the increasing need for adequate energy supplies, it will continue to be important to American's future.

A game has been developed that teaches the principles, methods, and possible pitfalls of adequately planning for the development of a given area. Charlotte Harder of the Oregon State System

of Higher Education, taught the game during the conference to groups of 20 students. They played on a life-sized game board that made it a fun way to learn management and planning strategies.

Understanding the Legislative Process

Another session at the conference was devoted to showing students how they could become involved in the legislative process at the local and state levels.

Students were told that careful research and investigation are essential to the development of legislation. It was revealed that there are many groups, such as Common Cause, that can use the help of students to do the necessary research for particular issues of interest to them and their community.

Students at the conference said they enjoyed this sort of activity because it made them feel closer to and more involved with their neighborhoods.

Whom to Contact

Many of the students who attended the Oregon conference have begun to teach their local chapters the new activities they learned during the meeting. Some of these activities are in cooperation with a local college or historical society.

For more detailed information on how your NHS chapter can start one of the above programs write to:

- *Metro History Program*
Newberry Library
60 W. Walton St.
Chicago, Ill. 60610
- *Land Use Game*
Economic Education Program
Portland State University
P. O. Box 75
Portland, Ore. 97202
- *Legislative Process*
Common Cause
2030 M St., N.W.
Washington, D.C. 20036

Lawrence Wheeler and Michael Reardon are faculty members for the University Scholars' Program at Portland State University. They also serve jointly as executive secretary for the NHS in Oregon.

UNIVERSITY SCHOLARS PROGRAM

Schedule
Visiting Scholars 1979-80

October 22, 23, 24, 25	Emmanuel LeRoy Ladurie Professor of History College de France
January 14, 15, 16, 17, 18	Carl Weber Professor of Theater Arts New York University
February 21, 22	Gayatri Spivak Professor of English University of Texas
	Richard Brown Professor of Sociology University of Maryland
	Hayden White Professor of History University of California at Santa Cruz
April 7, 8, 9	Nell Sinton Artist San Francisco, California
April 14, 15, 16, 17, 18	Martin Jay Professor of History University of California at Berkeley

UNIVERSITY SCHOLARS PROGRAM

Schedule
Visiting Scholars 1980-81

October 27, 28, 29	Robert Heilbroner Professor of Economics New School for Social Research
November 10, 11, 12	Bruce Kuklick Professor of History University of Pennsylvania
February 16, 17, 18	Gunther Stent Professor of Biology University of California at Berkeley
February 23, 24, 25	Harry Paul Professor of History University of Florida
May 11, 12, 13	Meyer Abrams Professor of English Cornell University
May 24, 25, 26	Rosemary Ruether Professor of Theology Garrett-Evangelical Theological Seminary

TEACHER EDUCATION COMMITTEE
Annual Report to the Faculty Senate
May, 1980

The Teacher Education Committee is to serve in an advisory capacity to coordinate the activities of the schools, colleges and departments which are directly involved in teacher education. The Committee is to provide a communication link between the School of Education and those departments concerned with teacher education. It is to advise the School of Education on problems of admissions and graduation and academic standards.

The activities of the Committee have been somewhat limited this year, in part due to the resignation of the first chairperson and the need to appoint a new chairperson.

The Committee met with the Teacher Standards and Practices Commission's team during the team's recent review of selected programs of the School of Education. Of interest to the team was the process followed at Portland State and particularly the role of the subject area faculty in the determination of the course requirements for teaching norms.

The Committee reviewed and gave its approval to the new course proposals and changes in existing courses submitted by the School of Education. Included was approval of the establishment of omnibus numbers, 401, 501, 403, 503, etc., for each of the authorized areas of the School of Education. Six courses in School Administration and for the Ed.D. program formerly offered as 507 courses were approved as new courses with discrete numbers. Discrete numbers were approved for four courses in Educational Media/School Librarianship and for three courses in Counseling. Changes in course descriptions, titles, or course numbers were approved for five other courses.

Colin Dunkeld - ED

Robert Morton - AA

Kathleen Greey - LIB

Robert Scruggs - HPE

Gerald Guthrie - PSY

Norman Rose, Chairperson - SCI

Carol Healy - FL

E⁵

April 4, 1980

TO: Members of the Faculty Senate
FROM: Ad Hoc Faculty Senate Committee on Advising

Whitney K. Bates
Gavin Bjork
Roderic C. Diman, Chairman RD
Jeanie G. Sumner

The committee urges the Senate to recommend to the President implementation of the attached proposal in its entirety. The committee regards as essential the allocation of funds for a transcript clerk since the difficulty in obtaining records promptly seriously impedes effective advising. Though this requires a modest financial commitment, the retention of only a few students would meet that cost.

The Senate Steering Committee in its review of the Ad Hoc Committee's report strongly recommended that implementation of the proposal be contingent upon the allocation of funds for a 1.0 FTE transcript clerk (the Ad Hoc Committee had suggested a .6 FTE transcript clerk). The Senate may wish to consider the Steering Committee's recommendation.

3. Students continuing from the previous year who do not have an adviser will also be directed to the College or School Office for the assignment of a permanent academic adviser or can arrange with any faculty member to serve as the permanent academic adviser. The faculty member will then have to fill out and forward the Adviser Assignment Form.
4. Evening students who cannot meet with a permanent academic adviser during the day will be directed to faculty members who keep evening office hours during any given term by the Office of Admissions and the Student Advising and Referral Center in the lobby of Neuberger Hall.

II. Pre-Professional Students

Pre-Professional advisers will continue to be assigned to Pre-Professional students.

III. Non-Admitted Students (Day or Evening) Regardless of Class Standing or Prospective Major

It is anticipated that the Student Advising and Referral Center will be able to provide preliminary advising assistance and make appointments through the appropriate academic units for such students. Non-admitted students who plan to work for a degree will be encouraged to apply for formal admission as soon as possible.

IV. Students Not Attending Portland State University but Desiring Academic Advising About PSU Programs

Secretaries in academic units should be trained to arrange appointments with those faculty designated by the unit to advise prospective PSU students. The Student Advising and Referral Center will assist in this task by contacting academic units for appointments.

EXPLANATORY NOTES

1. One new form will be necessary: An Adviser Assignment Form. This may be a separate form or included as one part of the form now used for name, address and major changes. The faculty name and social security number will appear on the form with, of course, the same information for the student. The form may be initiated by College, School and Department offices or by the faculty member. The student may, at any time, request a new adviser from the College, School or Department without giving a reason. The adviser's name will appear printed on the students' schedule and schedule confirmation forms. We hope it can also appear on the grade slip.
2. Responsibilities of departmental offices: Furnish lists of advisers to College or School office and to Summer Freshmen Orientation and Advising Program. Make appointments for students with advisers and make assignment of advisers with students in person, by phone or by mail. Forward Adviser Assignment Form to Registrar.

3. The computer will be able to provide faculty members with lists of all advisees. It can also produce address labels, lists of students below a certain grade point, etc.

RECOMMENDATION ON REQUIRED CONSULTATION WITH ADVISER

The committee considered a variety of proposals regarding some form of mandatory advising. All members agreed that there should be at least one point in the undergraduate experience that advising is required. The best points in time would be as the student enters PSU and again as the student chooses a major.

The point in time that can be accommodated with the transient student population is the point at which the student requests a graduation check. At this point the student has decided on a major and the advice may be put to best use.

At the present time the student fills out a form, the transcript is evaluated and the grad check is processed. When the check is completed either by degree requirements staff, by the department involved or a combination of these, copies are sent to both the student and the department together with a letter suggesting that the student see an adviser.

The committee recommends that this process be amended as follows: When the grad check is completed, two copies are sent to the department and a notice to the student that a copy of the grad check may be obtained by scheduling an appointment with his/her faculty adviser. The adviser would go over the grad check, lay out the remaining course work toward the degree, or suggest electives (whatever each adviser felt appropriate) and both the student and adviser sign the grad check, at which point the grad check would become official. The student should have the option of refusing to consult an adviser, and sign the department copy to that effect.

No change is recommended regarding the application for degree and the related updated grad check.

RECOMMENDATION ON TRANSCRIPT SERVICE

The plan will require hiring one part-time transcript clerk (.60 FTE) to work 5 hours per day, Monday through Friday, to provide 24-hour turn around for faculty requests for student's transcripts.

The part-time transcript clerk will assist the Registrar's Office personnel in filling non-advising transcript requests, but only as a second priority to providing transcripts for advising.

REPORT AND RECOMMENDATIONS OF THE AD HOC FACULTY SENATE COMMITTEE ON
UNDERGRADUATE ADVISING

At its June 4, 1979 meeting, the Faculty Senate approved a motion offered by Professor Judah Bierman to develop a formal all-University advising system for full implementation by Fall 1980.

The committee has met regularly during the 1979-80 academic year, has discussed the problems in the present advising process, has reviewed the suggestions of previous committees which addressed the same problem, has solicited information from both departments and from students and has prepared the following three part recommendation for the consideration of the Senate.

The first consideration of the committee was the possibility of instituting a signature control system. However, the committee decided that a signature control system as a university policy, given the varied student population which we have, would not be effective. However, should a department wish to institute such a system for its majors the committee does not wish to exclude that possibility.

The committee decided that there were certain times during the career of a student when consultation with an adviser could save time and frustration. A student should have an assigned adviser at or prior to his first enrollment and he should be required to see an adviser at the time his graduation check is prepared. The committee also decided that there was one other step which could be taken to greatly facilitate the advising process; the assignment of a classified transcript clerk to a special phone for the sole purpose of taking transcript orders from advisers during a specified period of the day and then preparing copies for same day pick-up. The committee therefore makes the following recommendations in the areas of Adviser Assignment, Consultation with Adviser and Transcript Service.

However useful the procedural changes proposed may be in improving the advising process, the committee is strongly persuaded that something more is needed if good advising is to be consistently available to students. The central administration of the University, Deans and department heads, and departmental faculty must recognize its importance, and the reward system must be modified to give significant and reliable weight to advising. We believe that unless those who give more than casual attention to advising can count on tangible rewards, improvements are likely to be superficial.

RECOMMENDATION ON ADVISER ASSIGNMENT

I. Students Formally Admitted to PSU

A. Departmental Majors

1. Incoming Freshmen

- a. Students participating in the Summer Freshman Orientation and Advising Program will be assigned an academic adviser during the program from a list prepared by the department and forwarded by the appropriate Dean to the Dean for Undergraduate Studies. This list should be submitted by the 15th of June.

- b. Students not participating in the Summer Freshmen Orientation and Advising Program and freshmen entering Winter and Spring terms will be directed to the major department for the assignment of an adviser by the departmental secretary from the list prepared by the department. The departmental secretary will fill out an Adviser Assignment Form and send it to the Registrar.
- 2. Transfer students will be directed to the Department for assignment of a permanent adviser. The departmental secretary will complete the Adviser Assignment Form.
- 3. Students continuing from the previous year will also be directed to departmental offices for the assignment of a permanent academic adviser or can arrange with any faculty member to serve as the permanent academic adviser. The faculty member will then have to fill out the Adviser Assignment Form.
- 4. Evening students who cannot meet with a permanent adviser during the day will be directed to faculty members who keep evening office hours by the Office of Admissions and the Student Advising and Referral Center in the lobby of Neuberger Hall. The Center and the Office of Admissions should have a list of these faculty members from departments by the first day of classes in the Fall.

B. General Studies (Both Options) and Undecided Students

1. Incoming Freshmen

- a. Students participating in the Summer Freshman Orientation Program will be assigned a permanent academic adviser during the program from a list prepared by the College and School offices of faculty from its departments who are interested in advising these students. This list will be forwarded to the Dean of Undergraduate Studies by June 15th.
 - b. Students not participating in the Summer Freshman Orientation and Advising Program and freshmen entering Winter and Spring terms will be directed to the appropriate College or School office for the assignment of an adviser. Undecided students may be sent to any area. The College or School office will complete and forward the Adviser Assignment Form.
- 2. Transfer students will be directed to the College or School Office for the assignment of a permanent academic adviser. The departmental secretary will complete the Adviser Assignment Form.